

Local History Topic Overview 2024-2025

|           | Nightingale  | Kestrel  | Falcons   |
|-----------|--|--|---|
| Computing | <p><b>Local History</b><br/><b>Word processing</b></p> <ul style="list-style-type: none"> <li>• I can use basic computer skills.</li> <li>• I can change the case of text.</li> <li>• I can align text.</li> <li>• I can use bullets and numbering.</li> <li>• I can use the &lt;ctrl&gt; key.</li> <li>• I can insert and format text boxes.</li> </ul>   | <p><b>Local History</b><br/><b>Using and Applying unit</b></p>   | <p><b>Local History</b><br/><b>Word processing</b></p> <ul style="list-style-type: none"> <li>• I can use basic computer skills.</li> <li>• I can change the case of text.</li> <li>• I can align text.</li> <li>• I can use bullets and numbering.</li> <li>• I can use the &lt;ctrl&gt; key.</li> <li>• I can insert and format text boxes.</li> </ul>  |
| History   | <p><b>Local History</b></p> <ul style="list-style-type: none"> <li>• Use dates to place events, artefacts and historical figures on a timeline</li> <li>• Study two different accounts of the same event, exploring similarities and differences</li> <li>• Refer to more than one source of evidence for more accurate understanding of events</li> <li>• Describe features of period studied e.g. clothes, beliefs, homes, attitudes.</li> </ul> | <p><b>Local History</b></p> <ul style="list-style-type: none"> <li>• Describes causes and consequences of the main events, situations and changes in the period studied.</li> <li>• Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>• Identifies links and changes within and across the time periods and localities studied.</li> <li>• use dates to order and place events on a timeline</li> </ul> | <p><b>Local History</b></p> <ul style="list-style-type: none"> <li>• Use dates to place events, artefacts and historical figures on a timeline</li> <li>• Study two different accounts of the same event, exploring similarities and differences</li> <li>• Refer to more than one source of evidence for more accurate understanding of events</li> <li>• Describe features of period studied e.g. clothes, beliefs, homes, attitudes.</li> <li>• Describe similarities and differences between people,</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Describe similarities and differences between people, events and objects over time.</li> <li>• subject related vocabulary</li> <li>• use an increasing range of common words and phrases relating to the passing of time</li> <li>• describe memories of key events in his/her life using historical vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• give some reasons for some important historical events</li> <li>• make comparisons between aspects of periods of history and the present day</li> <li>• understand that the type of information available depends on the period of time studied</li> <li>• evaluate the usefulness of a variety of sources</li> <li>• compare sources of information available for the study of different times in the past</li> <li>• present findings and communicate knowledge and understanding in different ways</li> <li>• provide an account of a historical event based on more than one source</li> </ul> | <p>events and objects over time.</p> <ul style="list-style-type: none"> <li>• subject related vocabulary</li> <li>• use an increasing range of common words and phrases relating to the passing of time</li> <li>• describe memories of key events in his/her life using historical vocabulary</li> </ul> <p style="text-align: center;"><b>Local History</b></p> <ul style="list-style-type: none"> <li>• Describes causes and consequences of the main events, situations and changes in the period studied.</li> <li>• Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>• Identifies links and changes within and across the time periods and localities studied.</li> <li>• use dates to order and place events on a timeline</li> <li>• give some reasons for some important historical events</li> <li>• make comparisons between aspects of periods of history and the present day</li> </ul> |
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|           |   |   | <ul style="list-style-type: none"> <li>• understand that the type of information available depends on the period of time studied</li> <li>• evaluate the usefulness of a variety of sources</li> <li>• compare sources of information available for the study of different times in the past</li> <li>• present findings and communicate knowledge and understanding in different ways</li> <li>• provide an account of a historical event based on more than one source</li> </ul> |
| Geography | History Focus   | History Focus   | History Focus   |
| Art       | <p><b>photography and Photo frames</b></p> <ul style="list-style-type: none"> <li>• improve mastery of techniques such as drawing, paintings and sculpture with varied materials</li> <li>• experiment with different materials to create a range of effects and use these techniques in the completed piece of work</li> </ul> | <p><b>Photographs and Photo frames</b></p> <ul style="list-style-type: none"> <li>• improve mastery of techniques such as drawing, paintings and sculpture with varied materials</li> <li>• learn about great artists, architects and designers</li> <li>• Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</li> </ul> | <p><b>photography and Photo frames</b></p> <ul style="list-style-type: none"> <li>• improve mastery of techniques such as drawing, paintings and sculpture with varied materials</li> <li>• experiment with different materials to create a range of effects and use these techniques in the completed piece of work</li> <li>• explain what he/she likes or dislikes about their work</li> </ul>   |

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|                       | <ul style="list-style-type: none"> <li>• explain what he/she likes or dislikes about their work</li> <li>• know about some of the great artists, architects and designers in history and describe their work</li> </ul> | <ul style="list-style-type: none"> <li>• experiment with using layers and overlays to create new colours/ textures</li> <li>• return to work over longer periods of time and use a wider range of materials</li> </ul> | <ul style="list-style-type: none"> <li>• know about some of the great artists, architects and designers in history and describe their work</li> <li>• <b>Photographs and Photo frames</b></li> <li>• improve mastery of techniques such as drawing, paintings and sculpture with varied materials</li> <li>• learn about great artists, architects and designers</li> <li>• Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</li> <li>• experiment with using layers and overlays to create new colours/ textures</li> <li>• return to work over longer periods of time and use a wider range of materials</li> </ul> |
| Design and Technology | <p><b>Local History</b><br/><b>To create a photo frame</b></p> <ul style="list-style-type: none"> <li>• apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>      | <p><b>Local History</b><br/><b>To create a photo frame</b></p> <ul style="list-style-type: none"> <li>• apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>     | <p><b>Local History</b><br/><b>To create a photo frame</b></p> <ul style="list-style-type: none"> <li>• apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>   |
| Science               | Plants  | Evolution and inheritance  | Plants   |

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|       | Requirements for growth, function of parts and life cycle Y3  |   | Requirements for growth, function of parts and life cycle Y3<br><br>Evolution and inheritance Y5/6   |
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| PSHEE | Changing me   | Changing me   | Changing me  |
| music | <p><b>Local History</b></p> <ul style="list-style-type: none"> <li>• use voice and instruments with increasing accuracy, control and expression</li> <li>• improvise and compose music</li> <li>• listen with attention to detail</li> <li>• appreciate wide range of live and recorded music</li> <li>• begin to develop understanding of history</li> </ul> | <p><b>Local History</b></p> <ul style="list-style-type: none"> <li>• perform with control and expression solo and in ensembles</li> <li>• improvise and compose using dimensions of music</li> <li>• listen to detail and recall aurally</li> <li>• use and understand basics of staff notation</li> <li>• develop an understanding of the history of music, including great musicians and composers</li> </ul> | <p><b>Local History</b></p> <ul style="list-style-type: none"> <li>• use voice and instruments with increasing accuracy, control and expression</li> <li>• improvise and compose music</li> <li>• listen with attention to detail</li> <li>• appreciate wide range of live and recorded music</li> <li>• begin to develop understanding of history</li> <li>• perform with control and expression solo and in ensembles</li> <li>• improvise and compose using dimensions of music</li> <li>• listen to detail and recall aurally</li> <li>• use and understand basics of staff notation</li> <li>• develop an understanding of the history of music, including great musicians and composers</li> </ul> |